DOCUMENT RESUME

ED 145 027 UD 017 363

TITLE NACEDC Activity Plan, Report Year 1977.
INSTITUTION National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.
PUB DATE Apr 76
NOTE 51p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Alternative Schools; Community Education; *Compensatory Education Programs; *Disadvantaged Youth; Elementary Secondary Education; Post Secondary Education; *Program Evaluation; Program Proposals; *Site Analysis

ABSTRACT

The National Advisory Council on the Education of Disadvantaged Children (NACEDC) is required to review and evaluate all federal compensatory education programs and report its findings and recommendations to the Congress and the President. This work is directed to members and staff of the Council and describes proposed activities for the 1977 calendar year. The report delineates the focus and the responsibilities of four Council committees: the legislation committee, and the committees on adolescence, mandated studies, and parent involvement. Also included, and of possible use to the general reader, are resumes of programs to be visited during the year by the Council staff. In these brief site descriptions, information is provided about the particular educational program in operation at the site, its target audience, per pupil expenditures, and the training of staff and administrators needed to implement the program in another location. Complete data is not presented for every program site. Targeted audiences for the programs vary, and include alienated high school students, children from kindergarten through grade 12, teachers, and the entire community. Copies of the activity sheet, fact sheets, checklist for visitation, and forms to be used by the Council members and staff in program evaluation visits are included. (GC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145027

NACEDC

ACTIVITY PLAN

REPORT YEAR 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD017363

JUN 1 1977

Prepared by:
NACEDC Staff
April 1976

TABLE OF CONTENTS

	Page
INTRODUCTION	1
COMMITTEE STRUCTURE	2
LEGISLATIVE COMMITTEE	4
COMMITTEE ON ADOLESCENCE	7
COMMITTEE ON MANDATED STUDIES	10
COMMITTEE ON PARENT INVOLVEMENT	11
1977 ANNUAL REPORT YEAR COUNCIL ACTIVITIES	12
NACEDC PAST AND PRESENT COUNCIL SITE VISITS	13
PROPOSED SITE VISITS	14
ESTIMATED EXPENSES FOR SCHEDULED SITE VISITS	15
SUGGESTED SITES--DESCRIPTIONS	
Alternative Learning Project, Providence, R.I.	16
High School in the Community, New Haven, Conn.	17
Project Focus, Roseville, Minn.	18
St. Paul Open School, St. Paul, Minn.	19
Curriculum for Meeting Modern Problems, Lakewood, Ohio	20
Suggested Programs in Norther Ohio, Cleveland, East Cleveland, Parma	21
Community Planning Council on Educational Alternatives, New Haven, Conn.	22
Help One Student to Succeed, Vancouver, Wash.	23
Positive Attitude Toward Learning, Bethalto, Ill.	24
Proposed Council Visit to Newark, Delaware	25
Proposed Site Visit to South Dakota	26
CONCLUSION	27
Appendix A.	28
NACEDC Site Visitation Procedural Manual	29
NACEDC Criteria for Selection of Programs	30
Appendix B.	39
Site Preparation Memo (Format)	40
Fact Sheet (Format)	41
Appendix C.	42
Checklist for Site Visits	43

COUNCIL'S PROPOSED PLANNING OUTLINE

ACTIVITY YEAR 1976-1977

Introduction

The NACEDC is required by law to review and evaluate all Federal compensatory education programs, with emphasis on ESEA, Title I, and report their findings and recommendations to the President and the Congress as often as the Council deems appropriate; and submit an Annual Report on or before March 31 of each calendar year. Findings and recommendations are on the various compensatory education programs funded in whole or in part under Title I, which hold the highest promise for raising the educational attainment of educationally deprived children.

In accordance with the Council's statutory obligation, this draft proposal has been designed to provide a basis for drawing conclusions and recommendations about the needs for continuing and/or new legislation and programs designed to serve the disadvantaged population.

With the upcoming review and reauthorization of ESEA, Title I, in 1978, special reports will be prepared based on a review and analysis of the effectiveness of alternative ways of fulfillment of this goal. Council will devote special attention to examining the relative effectiveness of various reauthorization approaches for compensatory education programs, and comment on the predictable impact these programs have on serving children enrolled in these programs.

It is expected that results from Council's substudies (adolescence, mandated studies, and parent involvement), will be applicable to a broad range of issues relating to educational policies and practices.

In line with the above, the primary purpose of this proposal is to:

A. Develop a conceptual framework within which Council's comparison and evaluation of various legislation can be made.

B. Develop and describe specific procedures for gathering, analyzing and commenting on the findings of research efforts of the individual committees.

LEGISLATION COMMITTEE

OBJECTIVES:

To review proposals under consideration in the executive and legislative branches of federal, state and local governments designed to meet the needs of disadvantaged children;

Submit to the full Council for comment, review and approval recommendations on policy and/or legislation, which the committee determines would best address the needs of children.

AREAS OF EMPHASIS:

I. A thorough examination of pending proposals aimed at delivering services to "disadvantaged" children; i.e., existing formula changes (Orshansky Index); block-grant proposals; consolidation grant proposals; equalization proposals; others.

TASKS: A. Analysis of all proposals introduced in Congress to meet the needs of Title I children; in particular, those aimed at the reauthorization of Title I legislation;

B. Review of existing legislation, and problems the Office of Education, States and Local Educational Agencies are having in administering present law;

C. Briefings with administration, agency and congressional personnel associated with the various proposals for Title I reauthorization;

D. Develop special reports for any legislation dealing with the above proposed changes in Title I, as deemed necessary by the Chairman;

E. Formulate specific legislative recommendations on the upcoming reauthorization of Title I legislation;

F. Establish liaison with the Authorization, Appropriations and Budget Committees of both the House and the Senate;

G. Report periodically, when the Council deems it appropriate to these Committees as they consider legislation affecting the delivery of services to the targeted population.

II. To identify programs and practices currently employed expending Title I funds; problems experienced and make recommendations for future changes.

TASKS: A. Coordinate with selected site visits to examine various components of current Title I legislation which the Council has designated as areas of concern:

--concentration of funds
--comparability
--aid to nonpublic schools
--delivery of services
--cultural diversity
--maintenance of effort
--revenue sharing
--desegregation
--reauthorization

B. Meet with state and local personnel in the various site areas to determine what they perceive to be needed legislative changes in present law, and to solicit responses to such questions as:

What impact has the delivery of services had in local school districts?

Are communications effective between the Office of Education and the State and Local Educational Agencies? Do you see any way they might be improved?

What do you feel about the present Federal-state partnership in delivering services to children? Any recommendations for future change?

C. Develop specific recommendations from the experience of site visits.

D. Attempt to determine what impact, if any, state and local evaluations of Title I are having on proposals for amending legislation through both site visits and the examination of proposed legislation.

E. Determine, through the various site visits, which components mentioned above are a necessity for the effective formulation of any compensatory education legislation.

PERIOD OF COMMITTEE STUDY:

All committee work, including site visits and research, will completed and ready for full Council approval on or before January, 1977. Briefings in this area will be concentrated in April, May and June on Council activity. A committee first draft will be available to full Council for approval during the September, 1976 Council meeting.

TRAVEL AND SITE VISIT INFORMATION:

As stated earlier, all site visits made by the legislation committee will be held in conjunction with sites approved in advance by the full Council. (See selected sites, on pages 16 - 26.)

DESCRIPTION OF FINAL PRODUCT

The report year product of the legislation committee will include a section of the annual report, outlining those proposals which are felt to best address the needs of the educationally disadvantaged youngster.

In addition to the annual report section, the legislation committee will be prepared to recommend to the full Council action that should be taken by the full Council on specific recommendations to the President and Congress through special reports presented as Congressional testimony and/or meetings with the President and Congressional members, letters, etc.

COMMITTEE ON ADOLESCENCE

OBJECTIVES:

To examine, identify and define compensatory education services which impact and assist adolescents who do not respond to the traditional junior and senior high school settings.

Submit to the full Council for comment, review and approval recommendations on policy and/or legislation, which the committee determines would best address the needs of these children.

AREAS OF EMPHASIS:

I. To identify factors which influence the educational achievement of children during their adolescent years and examine Federally sponsored programs which address the needs of educationally disadvantaged adolescents.

TASKS:

A. Conduct literature reviews of authoritative information on education for adolescents and the needs of educationally deprived adolescents;

B. Research current educational thoughts and practices designed to address the needs of educationally disadvantaged adolescents;

C. Conduct briefings with the Federal and State officials involved in planning and providing special educational programs for the educationally disadvantaged adolescent;

D. Develop an outline of the major educational needs of educationally disadvantaged adolescents;

E. Identify areas within Title I and/or other Federally sponsored, State or local sponsored educational programs which can be utilized to meet the educational needs of adolescents functioning below grade level.

II. To identify promising programs and practices currently designed to meet the needs of the educationally disadvantaged adolescent.

TASKS:

A. Conduct site visits to areas in which programs meeting the needs of educationally deprived adolescents are currently in operation.

B. Review information on promising programs to meet the educational needs of adolescents and the results of such program efforts.

III. To recommend to the President, Congress and State and local educators via the 1977 Annual Report, modifications in Federally sponsored educational programs which will, if implemented, significantly increase the number of high school graduates who are able to enter into the world of work or higher education institutions or vocational schools successfully.

TASKS:

A. Summarize and highlight the major problems created by large numbers of adolescents functioning below grade level.

B. Highlight the primary causes of educational disadvantagement among adolescents.

C. Discuss applications of Title I and other Federally sponsored educational programs which might be instituted on a wide scale and will reduce the number of adolescents graduating from high school without skills necessary for their future employment or education.

D. Highlight current programs the Council believes are effective in meeting the needs of the educationally disadvantaged adolescent and can be replicated in other school districts.

E. Develop Special Report

F. Recommend legislative and/or administrative actions to improve the educational achievement of disadvantaged children during their adolescence.

PERIOD OF COMMITTEE STUDY:

All committee work, including site visits and research, will be completed and ready for full Council approval on or before January, 1977. Seminars in this area will be concentrated in April, May and June on Council activity. A committee position paper will be available at the September meeting and a first draft will be presented to the full Council for approval in October.

TRAVEL AND SITE VISIT INFORMATION:

As stated earlier, all site visits made by the committee on adolescence will be held in conjunction with sites approved by the full Council.

DESCRIPTION OF FINAL PRODUCT:

The final product of the Committee on Adolescence will be a section of the 1977 Annual Report focusing on the social and individual needs for improvement in the educational achievement of adolescents and Federal efforts which can be implemented within the framework of compensatory education and other Federally sponsored education programs designed to assist in meeting these needs.

COMMITTEE ON MANDATED STUDIES

OBJECTIVES:

Monitor and review evaluation studies (with emphasis on the NIE compensatory education study) which is a Council mandate and develop a council document for inclusion into the 1976 Annual Report.

AREAS OF EMPHASIS:

A. Review and analyze progress of report

B. Conduct briefings with appropriate personnel

C. Attend meetings conferences and briefings which impact on studies

D. Visit several demonstration projects sponsored by the NIE

E. Follow up document to previous Interim report

F. Participate on review teams of NIE study

PERIOD OF COMMITTEE STUDY:

All committee work, including site visits and research will be completed and ready for full Council approval on or before January, 1977, however, monitoring of the various agencies doing evaluation of compensatory will continue. A committee written document will be available and presented to the full Council for approval when necessary.

TRAVEL AND SITE VISIT INFORMATION:

As stated earlier, site visits made by the Mandated Studies Committee will be held in conjuction with sites approved by the full Council, but will include indepth discussions with state and local officials.

COMMITTEE ON PARENT INVOLVEMENT

OBJECTIVES:

Review the effectiveness of parent involvement, define an effective criteria, and develop modifications desirable for Title I, and/or other Federally assisted educational programs impacting on disadvantaged children which have parent involvement components and determine the correlation with students achievement.

AREA OF EMPHASIS:

I. To identify areas of present title I program operation which could be modified to increase the effectiveness of the parents role.

TASKS: A. Conduct interviews with parent advisory council members during site visits.

B. Attend meetings, seminars and conferences in which issues regarding parents in Title I programs are discussed.

C. Conduct other activities arising out of research and/or events during the report period.

PERIOD OF COMMITTEE STUDY:

All committee work, including site visits and research, will be completed and ready for full Council approval on or before January, 1977. Seminars in this area will be concentrated in April, May and June on Council activity. A committee position paper will be available at the September meeting and a first draft will be presented to the full Council for approval in October.

TRAVEL AND SITE VISIT INFORMATION:

As stated earlier, all site visits made by the Parent Involvement Committee will be held in conjunction with sites approved by the full Council.

DESCRIPTION OF FINAL PRODUCT:

The Committee on Parent Involvement will be expected to participate in the preparation of those sections of the Annual Report which address the role of parents in Title I programs.

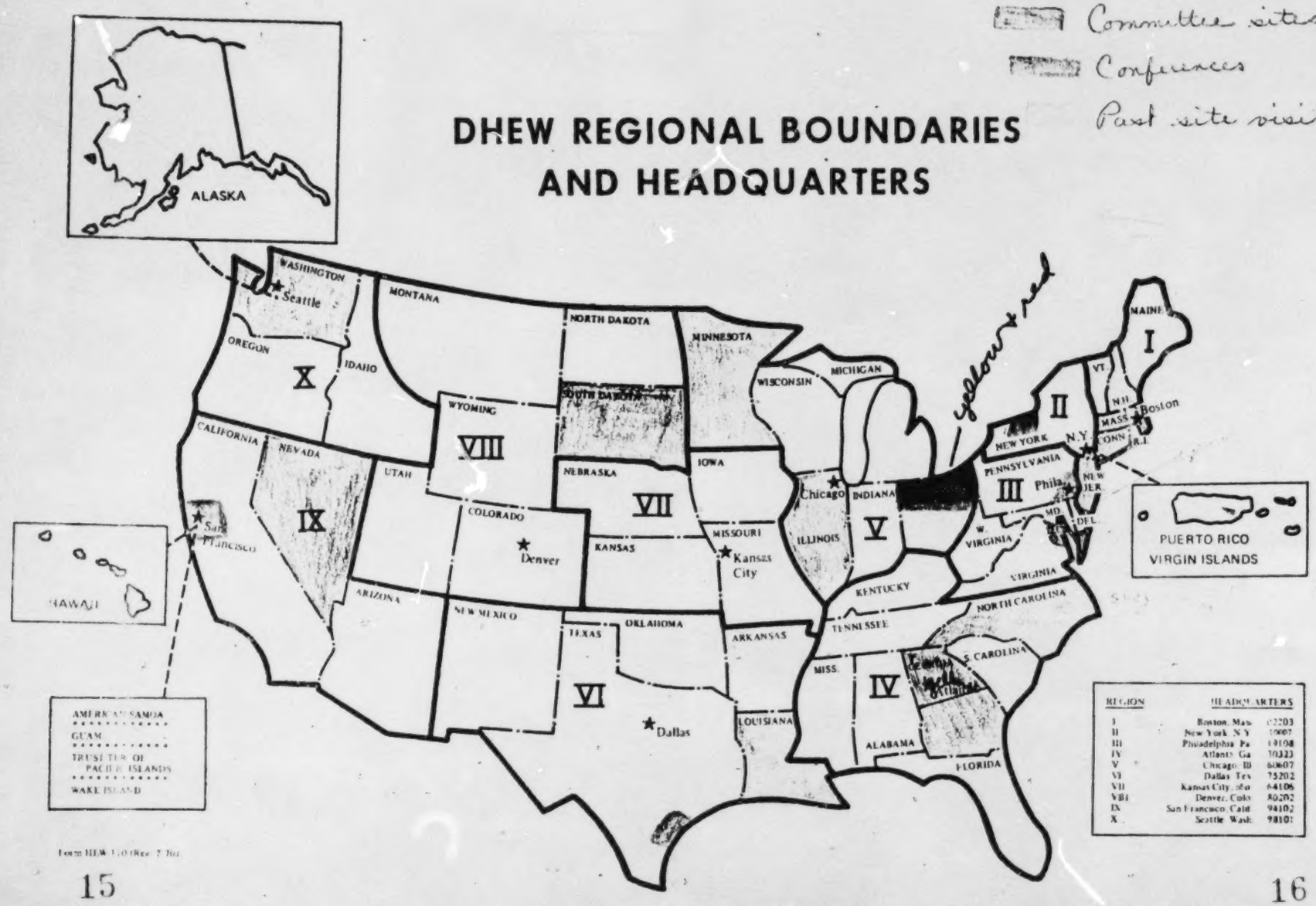
1977 ANNUAL REPORT YEAR COUNCIL ACTIVITIES

	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DEC.	JAN.	FEB.
LL COUNCIL ETINGS	D.C.	Calif.	D.C.	D.C.	Delaware	Atlanta, Georgia	South Dakota	Boston, Mass.	Cleveland, Ohio	Nevada	D.C.	D.C.
MMITTEE ETINGS			Adol. C	Adol. C. Leg. C.	Leg. C.	Adol. C.	Adol. C. Leg. C.	Parent C. Leg. C. Adol. C.	Mandated Studies C.			
TE VISITS			Bethalto, Illinois	Vancouver, Wash. State	North Carolina	Geneseo, New York	South Dakota Minn.	Rhode Island Conn. Mass.		Las Vegas, Nevada		
NFERENCES		San Fran. Calif. (State Admin.)	New Jer. (State Adm.) Phil.Pa. (Migrant)					New Orleans, Loùisiana (ESEA Parents)	(Career Ed.) Houston, Texas			
PORT			Parent Comm. Outline	Adol. Comm. Outline	Legislation Comm. Outline	Briefing Paper Adol. Comm.	Briefing Paper Legislation Comm.	Briefing Paper Parent Comm.	Briefing Paper Mandated Studies Comm.	First Draft (Annual Report)	Second Draft	Final Editing

Note: Activities for Mandated Studies and Parent Involvement Committees will be incorporated as components for all site visits.

Full Council meetings
Committee sites
Conferences
Past site visits

DHEW REGIONAL BOUNDARIES AND HEADQUARTERS



REGION	HEADQUARTERS	
I	Boston, Mass.	02203
II	New York, N.Y.	10007
III	Philadelphia, Pa.	19108
IV	Atlanta, Ga.	30323
V	Chicago, Ill.	60607
VI	Dallas, Tex.	75202
VII	Kansas City, Mo.	64106
VIII	Denver, Colo.	80202
IX	San Francisco, Calif.	94102
X	Seattle, Wash.	98101

Form HEW-1.0 (Rev. 7-70)

PROPOSED SITE VISITS

The NACEDC will conduct site visits, council meetings, attend conferences and/or meetings, and hold committee meetings in 13 states. These include California, Illinois, Washington State, Delaware, North Carolina, Georgia, New York State, South Dakota, Minnesota, Rhode Island, Connecticut, Massachusetts, Louisiana, Ohio and Nevada.

The overlapping of committee membership and the numerous full Council and committee meetings planned outside the Washington, D.C. area demand economy in travel. For this reason, activities addressing the concerns of each committee will be incorporated as components of many selected sites.

Visits to the various local school districts will provide Council an opportunity to learn as much as possible about the process used to measure the achievements of educationally deprived children, and also assist Council in identifying the strengths and weaknesses of various components used in the compensatory education programs and/or projects. These site visits will also aid Council and Staff in addressing the Council's mandate of:

1. Evaluating the administration and operation of ESEA, Title I, and other federally funded programs.

2. Developing well-researched and viable recommendations for the improvement of compensatory education and/or alternatives, while remaining within the framework of the Council's desired areas of concentration and budget.

3. Identifying promising practices in compensatory education programs.

4. Gathering validated data on various compensatory education programs for use in preparing the Annual Report or other special reports.

It is essential that certain types of information be included in the site visit report so that the information becomes the basis for preparation of our 1977 Annual Report. Therefore, each member will be responsible for preparing his own initial statement and analysis of his observations of the visit, setting forth recommendations, suggestions and/or decisions. A format for reporting this information on is incorporated as part of each presite information package. (See appendix A, Site Visit Procedures). This site report is required prior to filing for Council honoraria.

ESTIMATED EXPENSES FOR SCHEDULED SITE VISITATIONS

Location	Date	Number of Days	Council Participants	Staff Participants	Air Fare	Per Diem	Honorari
San Francisco, CA.	April 29 - May 1, 1976	3	13 Full Council Meeting	4	$5,405	$1,989	$4,200 (3 days)
Illinois	May	2	4 - Committee	1	$736	$330	$800 (2 days)
Washington State	June	3	4 - Committee	1	$1,840	$495	$800 (2 days)
Delaware	July	2	15 Full Council Meeting	4	$2,408	$1,122	$2,800 (2 days)
North Carolina	July	2	4 - Committee	1	$700	$330	$800 (2 days)
Georgia	August	2	15 Full Council Meeting	4	$2,976	$1,122	$2,800 (2 days)
New York State	August	2	4 - Committee	1	$380	$330	$800
S. Dakota	September	4	15 Full Council Meeting	4	$3,078	$2,244	$5,600 (4 days)
Minnesota	September	2	4 - Committee	1	$950	$330	$800 (2 days)
R.I., Conn., Mass.	October	3	15 Full Council and Committee	4	$2,930	$1,989	$4,200 (3 days)
Louisianna	October	3	4 - Committee	1	$870	$495	$800 (2 days)
Ohio	November	2	15 Full Council Meeting	4	$2,61?	$1,122	$2,800 (2 days)
Las Vegas, Nevada	December	2	15 Full Council Meeting	4	$5,280	$1,122	$2,800 (2 days)

SUGGESTED SITE DESCRIPTIONS

Program: Alternative Learning Project (ALP)

Location: Providence, Rhode Island
Contact: Ms. Barbara Tucker
Mr. Chuch Kenyon
(401) 272-2080

Program Description:

ALP is a community-based experimental high school that combines a strong basic skills program with site placement activities and continuous counseling. The students' only common denominator is dissatisfaction with traditional school settings.

The program offers a broad range of teaching and learning styles and features small group and individualized instruction. Emphasis is placed community involvement--student projects in city; instruction by volunteers and professionals in the community.

Services are provided to approximately 125 students utilizing 8 fulltime staff persons. There are about 80 classes and tutorials held at the school facility and about 50 sites located in organizations, professional offices, and other schools in the city.

Targeted audience:

Students of all abilities in grades 9 thru 12 and in some instances, students from the middle school thru the adult level can either enroll in complete programs or adapt to supplement an ongoing program.

Per pupil Cost:

The per pupil expenditure is slightly below the city average for secondary level. Exclusive for training and perhaps rent for a separate facility, the program could be adopted with no additional to a local educational agency.

Suggested Site visits

Program: High School in the Community (HSC)

Location: New Haven Connecticut
Contact: Mr. Edward Linehan
Dissemination Coordinator
(203)624-1357

Program Description:

HSC is a small innovative alternative to the traditional high school programs. It provides students and their parents a choice of learning environments within the public school system. The only common denominator of students entering into this program is dissatisfaction with their previous school experience.

Students are permitted to, with the assistance of staff advisors, plan their own programs which includes selections from a full range of courses.

A general classroom atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, with low teacher control and student competition is utilized. HSC does not give letter grades, and students receive descriptive evaluations which indicate their work accomplishments and suggestions for making improvements in their courses.

Targeted audience:

Disaffected high school students, all ability levels.

Per pupil expenidtures:

Specific cost of an adoption to this type of program depends on how large a unit is developed (50-300 students). General operating cost will reflect the per-capita expenditures of the adopting school system.

Training:

Training will involve a 5-day workshop for teachers and administrators.

Suggested Site Visits

Program: Project Focus

Location: Roseville, Minnesota
Contact: Ms. Sue Schillinger
Project Coordinator

Program Description:

The overall goal of Project Focus is to decrease the incidence of alienation among students, faculty, and the community at large. Focus provides an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, lack of confidence, and low self-esteem. Many of these students also have reading problems and function in school well below their capacity socially and/or academically.

Students are screened for admission but enroll voluntarily. Once enrolled, they are required to be in the program for at least three hours a day, part of which is a family course using group counseling techniques. Focus also offers modified versions of required high school courses (social studies, English, math) as well as work experience. Biology, art, and physical education are taken in the regular school.

A combination of various teaching strategies and styles is used, including both group and individualized instruction. Focus students are involved in the development and evaluation of course materials.

Targeted audience:

Disaffected secondary students, all ability levels.

Per Pupil expenditures:

Cost will differ due to individual organization of area and availability of special reimbursements in that area.

Training:

Training can be done at D/D Site for a period of four days or through a workshop at adopter site, provided more than one school is involved.

Suggested Site Visits

Program: St. Paul Open School

Location: St. Paul, Minnesota
Contact: Mr. Joe Nathan
Director

Program Description:

The St. Paul Open School is a comprehensive, voluntary learning environment which actively involves all members of the community--students, teachers, parents and others--in the learning process. The basic relationship in the school is the advisor-advisee. Each student chooses an advisor with whom the student meets weekly to discuss goals and progress. Parents meet with their child and his/her advisor in the beginning of the school year and 3 other times to set goals and discuss progress. Each student's schedule is different, and may include classes, independent study, local and cross-country trips, and internships or apprenticeships with business people or community agencies. No courses are required, but students must demonstrate certain competencies before graduating. The St. Paul Open School is located in a former warehouse that is remodeled continuously by students, parents, and staff to meet needs.

A wide variety of methods are used, with emphasis on teacher as facilitator. At different times, with various students, this will require skills in lecturing, counseling, leading discussions, developing role-plays, making use of community resources, and helping students teach each other.

Targeted audience:

Students of all abilities, grades K-12.

Per pupil expenditures:

St. Paul Open School operates on average St. Paul per pupil expenditures. Exclusive of training, no additional funds would be required.

Training:

Present plans call for one-week workshops given 3-4 times during year.

Suggested Site Visits

Program: Curriculum For Meeting Modern Problems
(The New Model ME)

Location: Lakewood, Ohio
Contact: John R. Rowe
Project Director
Lakewood Board of Education

Program Description:

The New Model ME is designed to help high school students deal with how behavior develops, available alternative actions for solving personal problems, and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and agression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the causal approach to understanding human behavior and includes much material affective in nature.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably non-judgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

Targeted audience:

All ability levels in grades nine through twelve. Used as a course in itself, to supplement existing courses, or with units selected as mini-courses.

Per pupil expenditures:

Cost per pupil the first year is approximately $6.00, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student tests are reused.

Training:

Training will involve a two-day workshop conducted by project staff.

Suggested Site Visits

Northern Ohio -- Cleveland
Parma
East Cleveland

1. Dropout Prone Disadvantaged Students (John Hay Annex)

2. Special Needs Program for Disadvantaged Adults (Adult Education Center)

3. Machine Shop Training for Spanish-Speaking Disadvantaged Persons (Lincoln Annex)

4. Elementary and Secondary Bilingual Classes (Various Schools)

5. ESEA Title I: Transition Project (Rawlings Junior High)

6. State Compensatory: Production Workshop Project (Rawlings Junior High)

7. Title I Reading Center

8. Target Elementary School for ESEA Title I and State Compensatory Funds

9. Secondary Program for Assessment & Evaluation--Sheltered Workshop

10. Extended & Enriched School Year (Elementary Grades & All Institutions) - Title I & State Compensatory

11. Vocational Information Program (VIP)
(Kennard Junior High)

12. Supplementary Education Center

Note: Descriptions of these programs are forth coming.

Suggested Site Visits

Program: Community Planning Council on Educational Alternatives (CPCEA)

Location: New Haven, Connecticut
Contact: Mrs. Patricia Kinman, Coordinator
Mr. James Sullivan, Advisor
(203)776-7756
(203)777-2160

Program Description:

CPCEA is made up of city-wide representation of parents, students, teachers and administrators who are prepared to advise and support the implementation of suitable educational options at every level and in every context of the school system. Its broad goals are: 1) to enlarge the commitment and influence of the community in the education of their children and youth through development of a pluralistic system of education, and 2) to firmly establish schools of choice, including schools within schools, in the community as a sensible and purposeful first step in this developmental process.

CPCEA is a process whereby parents, students, teachers, and administrators participate in decision-making and collecting and disseminating information on educational alternatives/options.

Targeted audience:

Parents, teachers, students, school administrators and other members of the community at large (public and non-public).

Per pupil expenditure:

Operational costs will vary between $0.75 and $1.00 per pupil.

Training:

Training will be held for up to two days and will be adjusted to meet the needs of the community.

Suggested Site Visits

Program: Help One Student To Suceed (HOSTS)

Location: Vancouver, Washington
Contact: Bill Gibbons
Project Director
(206) 694-1705

Program Description:

The HOSTS program is designed to improve the reading ability of students in grades K-12 and illiterate adults. Reading curricula have been modified through utilization of criterion-referenced tests, individualized reading profiles, and one-to-one tutoring. The program focuses on resources available in communities to help fight illiteracy and management procedures necessary to coordinate an effective reading program. As a result, reading instruction has been adapted to a personalized approach for each student.

Reading specialists diagnose student reading deficiencies, select appropriate materials and activities, assess students continuously, and give the directions to tutors who provide one-to-one instruction. (This project is operating as a funded developer/demonstrator.)

Targeted audience:

Kindergarten through grade 12 and adults; remedial reading; community volunteers and cross-age tutors provide instruction in reading.

Per pupil expenditures:

HOSTS has a start-up cost of $115.45 per pupil and a continuation cost of $12.73 per pupil per year. (Figures based on 1,000 target pupils.)

Training:

Five-day workshops are offered by HOSTS staff prior to implementation.

Suggested Site Visits

Program: Positive Attitude Toward Learning (PATL)

Location: Bethalto, Illinois
Contact: Charles P. Pelan, Director
(618) 377-5211, ext. 79

Program Description:

Project PATL is a performance-based inservice training program designed to improve student attitudes toward school through changing teacher behavior. An improvement in student attitude toward school, self, and others leads to improvement in the rate of cognitive growth. Teacher change is effected through the use of self-paced individualized, performance-based learning packages called Kits.

Teacher Training Kits teach specific skills in four complementary areas: Active Involvement Processes of Learning, Individualized Instruction, and Improved Self-Concept. Each Kit consists of five to seven performance-based teacher objectives to assist the teacher in reaching the objective, and criterion-referenced evaluation procedures. A final proficiency assessment is provided.

Targeted audience:

Teachers of all students K-12.

Per pupil expenditures:

Approximately $2,000 in start-up costs for purchase of assorted materials. Operational costs will vary with staff and curriculum resources of adopting schools. Training per 100 teachers per year:

Stipends for teachers:	$3,000
Materials & supplies:	4,000
Secretarial service: (1/4 time)	1,300
Total:	$8,300

Plus salary of one equivalent full-time inservice specialist.

Training:

The training consists of a 5-day program conducted at a site mutually agreeable to the adopting district and PATL.

Proposed Council Visit to Delaware

Mr. Kenneth Smith has been in touch with the State Department of Public Instruction in Delaware regarding the possibility of a Council visit on July 23 and 24, 1976, as requested by the staff. The Superintendent, Dr. Kenneth Madden, and the Title I Coordinator, Mr. William Corkle, both are enthusiastic about the visit of the National Advisory Council, however, they caution since it is the summer months there would not be as much to see as might be expected during the school year.

It has been suggested by Mr. Smith that the Advisory Council meet in Delaware to hold the July Council meeting at 70001 Headquarters in Newark (about 35 minutes south of the Philadelphia Airport, or about 20 minutes from the train station in Wilmington).

On July 23, the Council could spend the morning going to the Smyrna migrant program, approximately 50 minutes from 70001 Headquarters. At that location, the Superintendent of Public Instruction and the Title I Coordinator could make presentations on the entire statewide Title I program, as well as the specifics of the migrant program in Smyrna. From there, returning in the middle of the afternoon to visit the 70001 program at Prices Corner near Wilmington and then allowing for the Saturday morning at headquarters in regular Council business. Departure at noon or shortly thereafter to either Philadelphia Airport or the train station. 70001 would be delighted, of course, to host the Council coming here, and would work with the State Department's arrangements for suitable transportation and so forth.

Following Council approval, Staff will proceed with further directions from Mr. Smith to finalize plans for this activity.

Proposed Site Visit to South Dakota

Rapid City, --
Pierce
Pine Ridge — Due to the vast expanse of territory to be covered
Mission — this proposed visit will be made by several
Crow Creek — groups either before or after full Council meeting.
Flandreau

This visit will include a Full Council meeting in addition to visits to the above cities.

Programs to be observed are:

Catholic and Federally funded schools administered by the Bureau of Indian Affairs

Public Schools funded by Title I (including high school)

Indian Agency administering its own utilizing Title I funds

Senior high school (500 - 600 students)

Further details and descriptions of these programs are forth coming.

Following approval by the Council, Staff will work closely with Ben Reifel in the final preparations for this visit. It has been suggested that at least 4 days be set aside for this activity.

Conclusion

The site visits descriptions, while incomplete in many details and unavailable for several site locations will be further developed and disseminated for approval by the full Council prior to being incorporated into the present plan.

Several of these sites were recommended by individual Council members and it is anticipated that these members will work directly with Staff in finalizing the site visit design.

While this is the proposed plan of activities for the 1977 report year, alterations can be considered as new developments arrive.

An outline of the staff responsibilities for the completion of the overall plan will be forthcoming.

APPENDIX A

NACEDC

SITE VISITATION

PROCEDURAL MANUAL

INTRODUCTION

It is always difficult to measure accurately the accomplishments made by local school districts in their efforts to improve the educational achievements of educationally deprived children. However, the NACEDC believes many school districts have launched special efforts in hopes of providing these students with programs that meet their special educational needs.

Being strong advocates for ESEA, Title I, the Council has included visiting local districts to observe promising practives as part of the fulfillment of their statutory obligation. NACEDC has developed a criteria for identifying various compensatory education programs funded in whole or in part under the provisions of Title I, which they believe hold the highest promise for raising the educational attainment of educationally deprived children. These criteria include:

1. Cognitive skills gain of one month per month.
2. Parent involvement and attendance at school functions and affairs.
3. Attendance of children.
4. Discipline problems enumerated.

To aid in future site visit planning and reporting, the proposed site visit packet has been developed by Staff, which includes instruments for presenting preliminary site visit information to Council members and other appropriate parties.

Distinctly different instruments have been prepared for Council members and Staff members use, prior to and during a site activity. In addition to the above, a manual for Conducting and Reporting on Site Visits is in the process of being prepared. These instruments and procedures, we believe, will accomplish and facilitate the following:

PURPOSE OF SITE VISITATIONS --

Visits to the various local school districts will provide Council an opportunity to learn as much as possible about the process used to measure the achievements of educationally deprived children, and also assist Council in identifying the strengths and weakness of various components used in the compensatory education programs and/or projects. These site visits will also aid Council and Staff in addressing the Council's mandate of:

1. Evaluating the administration and operation of ESEA, Title I, and other federally funded programs, and

2. Developing well-researched and viable recommendations for the improvement of Title I, while remaining within the framework of the Council's desired areas of concentration and budget.

3. Identifying promising practices in compensatory education programs.

4. Gather validated data on the various compensatory education programs for use in preparing the Annual Report or other special reports.

In determining the number(s) of Council and/or Staff member(s) to participate in the various site visits, the following sources may be considered: recommendations by the Executive Director with the Chairman's approval, designated by the Chairman, and recommendations by individual Council members with the Chairman's approval.

PROCEDURES FOR SITE VISITATIONS --

In order to make these visits a real learning experience, and permit Council members to obtain first-hand information needed in regards to compensatory education programs, the following procedures have been established:

PROCEDURES FOR SITE VISITATIONS (continued)

1. Staff will determine the purpose of the site visit, in question, based on previous and/or available resources, or on experience gained by other appropriate sources.

2. The specific objectives to be achieved will be determined and these objectives will be stated in terms of observable changes which are directly related to one of the purposes of the visit.

   For example:

   Purpose -- To observe promising practices in compensatory education programs which have raised the educational attainment of educationally deprived children.

   Objective: To obtain validated information and hear the views of school personnel and parents involved in specific programs which have raised the educational attainment of educationally deprived children. The information collected will be used in providing programs for the educationally deprived children through the Council dissemination process.

3. Determine the strategy to be used prior to and during the visit. (Within the limits set by the purposes, objectives and resources available, basic decisions will be made, with the assistance of Council members making the visit, on the strategical design of the site visit.)

4. Design an activity schedule for the coming activity year which will be flexible enough to allow for the use of utilizing the staff in cases emergencies, illness, and conflicts of Council members' schedules.

5. Utilizing Council and staff, the overall makeup and activities of the site visit, will accomplish the following objectives:

PROCEDURES FOR SITE VISITATIONS (Continued)

OBJECTIVE A-- PROVIDE COUNCIL MEMBERS WITH ALL THE PRELIMINARY INFORMATION NECESSARY FOR THEIR EFFICIENT PLANNING OF STRATEGIES FOR THE OBTAINMENT OF COMPREHENSIVE EVALUATION INFORMATION AND THEIR PREPARATION OF SITE VISIT COMMENTS AND RECOMMENDATIONS.

Staff Responsibilities--

a. Staff member(s) will compile, summarize and distribute to the appropriate Council member(s) preliminary information relating to the purpose, scope, objective and demographics of the site and site visit activities.

b. Staff member(s) will prepare for the appropriate members(s) a rationale addressing the stated statutory obligation of the Council and the extent to which the proposed site visit meets those obligations.

c. Staff member(s) will prepare a preliminary outline indicating how the site visit results will be utilized in the preparation of the Council's Annual Report and/or other activities.

OBJECTIVE B-- PROVIDE COUNCIL MEMBERS AND THE ACCOMPANYING STAFF MEMBER(S) WITH A FORMAT FOR INFORMATION GATHERING ACTIVITIES, THEREBY REDUCING DUPLICATION AND/OR NEGLECT OF STRATEGIC AREAS OF INFORMATION GATHERING.

Staff Responsibilities --

a. Staff member(s) will prepare a program digest on the basis of information obtained and to be used which will include the types of information collection activities to be undertaken by staff and those to be undertaken by Council members.

(1) Staff will be responsible for:
(developing and collecting information on standardized checklist for all visits; and for assuring that individual guidelines have been adhered to which deal with specific features of the program being observed.)

(developing the individual guidelines which relate to the various components in a program and other special areas of concern, such as: neglected and delinquent programs, migrant education programs, bilingual programs, etc.)

(prepare for dissemination (in advance of scheduled visit) a newsletter including background information of the hosting school district's participants)

(serve as resource people to Council member(s) prior to and during the scheduled visit)

(draw up a site visit agenda (with guidance from participating Council member(s) and the Executive Director)

(conduct 1/2 hour orientation session with participating Council member(s) sometime before the scheduled activities take place and discuss the overall site visit preparations and scheduled events)

(arrange hotel accommodations for participating members and staff members, and assist in travel arrangements)

(assist in the preparation of the standardized site visit report by -- taking down written notes in details of each day's activities -- briefly summarizing at intervals each day, with Council member(s) the activities and highlighting their suggestions and conclusions reached)

Council Members' Responsibilities --

a. Council will:

(utilize their field of expertise during the scheduled activities)

(utilize their vantage point as NACEDC members during the scheduled activities)

(provide overall direction and leadership during the scheduled activities)

OBJECTIVE C -- PROVIDE STAFF MEMBERS WITH AN ORGANIZED AND STANDARDIZED PROCEDURES FOR PREPARING COMPREHENSIVE SITE VISIT REPORTS.

Staff Responsibilities --

a. Staff will utilize the Site Visit Conduct and Reporting Manual in preparation of site visit reports which incorporates all information relating the a scheduled visit.

b. Staff will forward a draft of the site visit report to the appropriate Council member(s) and the Executive for review, comments and approval.

c. Staff will distribute final approved report to full Council for Council action and to all concerned individuals.

OBJECTIVE D -- PROVIDE COUNCIL AND STAFF MEMBERS WITH AN ORGANIZED STANDARDIZED PROCEDURE FOR PLANNING FUTURE SITE VISITS WITH THE EXPRESSED CONCERNS OF THE COUNCIL.

Staff Responsibilities --

a. Council and Staff members will hold planning sessions to discuss the area of study activities and the anticipated number and types of site visits necessary for the coming activity year.

b. Staff will, through meetings and continuing input from Council, prepare a preliminary outline of site visit facilities including a rationale of how each site visit planned meets the Council's statutory obligations and report requirements.

c. Staff will, in February or March, prepare a proposed research design which will include site visits, of the coming year's subject areas (with the review and revision of the Executive Director) submit the final study designs to the full Council for review and approval. There will be periodic updating throughout the year.

PROCEDURES FOR SITE VISITATIONS (Continued)

COMMUNICATIONS --

1. Each of the schools to be visited by Council member(s) and staff, when required, will be contacted by telephone, and a letter in order to obtain a date and time which is convenient to Council and the host school. The following persons will be notified of the Council planned visit:

   (a) State Title I Coordinator
   (b) Regional Director
   (c) School administrator -- (a letter to the host administrator and school principal will be sent stating the specific program features the Council wishes to observe and request the principal to arrange for classroom visits, interviews with teachers, parents and in some cases with students which will deal with these specifics.)

   (d) Congressional members -- (a cordial invitation will be extended to congressional members and their staff to participate in our site visit activity. Attached to the invitation will be the scheduled events for the individual site.)

   (e) Specialist teachers and/or program directors -- (reading, mathematics, bilingual education, etc.)

   (f) Parent Advisory Council Chairman and/or parents (these parents will be those involved in the compensatory education program/project.)

2. Letters to the above will be prepared with the Chairman's signature with the following attachments:

   (a) Biographical sketches of Council members
   (b) Copies of NACEDC Annual Reports
   (c) Roster of members participating in the visit
   (d) Council statutory obligation
   (e) Copy of a tentative agenda
   (f) Other relevant materials related to Council activities
   (g) A check list and/or questionnaire to assist in Council's inquiry -- (staff will prepare questions which should be answered regarding the program)

PROCEDURES FOR SITE VISITATIONS (Continued)

3. Information about the school/community site will be obtained by staff in advance, and a fact sheet about the site location will be prepared and be included in the site visitation packet. In some instances, the majority of the information regarding the programs will have been received by staff. However, in other cases, the data needed will be available during the scheduled visit. For each visit, Council members are expected to report on their findings. The Council members should either designate a member or each member should prepare his own initial statement and analysis of his observations of the visit. The report should be presented on the recommended form which staff has designed. (See page 55.)

GENERAL INFORMATION --

The NACEDC staff will make every effort to insure that your visit at the various site locations will be rewarding and comfortable. Hotel space will be booked in advance for all Council members. If for any reason, a Council member cannot make the site visit, please contact the office so that reservations can be canceled as confirmed reservations that are not canceled are charged directly to you. If you plan to bring a guest to accompany you on the site, please notify Mrs. Lisa Haywood directly so that the proper space is available.

Reservations will usually assume an evening arrival and departure. Checkout time varies from state to state and this time will be indicated in the site packet. When arrivals and departures differ, this will also be indicated on the memorandum to Council members.

Meeting Rooms

When meeting rooms are required, the location and room number will be reflected in the information pertaining to hotel reservations.

Transportation

All Council members should make their own arrangements for air travel. Persons wishing staff assistance in this task, should inform the staff so that your arrangements can be made and confirmed.

Honoraria

Honoraria will be filed upon presentation of a written report of the visit. You will be given an expense form to complete and it should be returned with your ticket stub to Mrs. Anne Wassil at the NACEDC office. Your cooperation in returning this information is earnestly solicited since the advance payment is predicated on this cooperation.

SITE VISIT PACKET --

Upon completion of the planning for the scheduled visit, the following information will be prepared and submitted to Council members participating in the activity:

(a) Memorandum including details of the initial planning
(b) An agenda highlighting the activities scheduled for the visit
(c) Copies of all incoming and outgoing correspondence relevant to the site visit
(d) Summary of the program/project being observed
(e) Checklist and questionnaire
(f) Names of Office of Education Review Team in the area being visited
(g) Name of Office of Education (Division of Education for the Disadvantaged) personnel accompanying Council on the visit
(h) Roster of hosting school personnel
(i) Itineraries of Council members making the trip

This information will be covered by a table of contents, tabbed and bounded for your convenience. Materials will be mailed to Council members approximately one week prior to their departure.

APPENDIX B

NATIONAL ADVISORY COUNCIL ON THE EDUC
OF DISADVANTAGED CHILDREN
425 Thirteenth Street, N.W., Suite 1012
Washington, D C. 20004
(202) 382-6945

Dr. Owen V. Peeples
Chairman — New York
Dr. Wilbur H. Lewis
Vice Chairman — Ohio
Dr. Alma A. Barba
New Mexico
Mrs. Irene C. Cardwell
Texas
Dr. Alonzo A. Crim
Georgia
Mrs. Camille V. Dabney
Illinois
Mr. Frederick D. Felder, Jr.
Minnesota
Mrs. Elaine B. Jenkins
District of Columbia
Mrs. Rosella E. Lipson
California
Mrs. Mary A. McCabe
Utah
Mr. Ben Reifel
South Dakota
Mrs. Carol L. Schwartz
District of Columbia
Mrs. Rosalie G. Silberman
Maryland
Mr. Kenneth M. Smith
Delaware
Dr. George Willeford
Texas
Mrs. Roberta Lovenheim
Executive Director

XEROX
4024 Dual-Purpose White
For superior results with xerography and offset
Recorder to Reem Carbon SR12 — 500 Sheets, 8½ x 11 (216mm x 279mm) • Substance 20 (75 g/m²) • Grain Long
Xerox Corporation, Rochester, New York • Printed in U.S.A. • Stock No. 3R120

MEMORANDUM

TO:

FROM: NACEDC

RE: Site Preparation for the scheduled visit

to _____ on _____
(Site) (Date)

to observe the _____.
(Name of program)

_____ Council members and Staff will accompany you on

Name

_____

_____

_____

_____

_____, NACEDC Staff

Please indicate and return form to the Office on or before _____, to Mrs. Gloria Strickland.
(date)

I will_____/ will not_____ attend the scheduled site visit on _____.

Note: Once the site location and visit has been approved, this memorandum will sent to the appropriate members prior to Advance preparation of the scheduled site visit.

NATIONAL ADVISORY COUNCIL ON THE EDUCATION
OF DISADVANTAGED CHILDREN
425 Thirteenth Street, N.W., Suite 1012
Washington, D.C. 20004
(202) 382-6945

Dean Owen F. Peagler
Chairman — New York
Dr. Wilbur H. Lewis
Vice Chairman — Ohio
Mr. Kenneth M. Smith
Vice Chairman — Delaware
Dr. Alma A. Barba
Texas
Dr. Alonzo A. Crim
Georgia
Mr. J. Alan Davitt
New York
Mrs. Dorothy Flexgler
Florida
Mrs. Sarah Moore Greene
Tennessee
Mrs. Elaine B. Jenkins
Maryland
Mrs. Rosella E. Lipson
California
Mrs. Mary Anne McCabe
Utah
Mayor Carlos Romero-Barcelo
Puerto Rico
Mr. Ben Reifel
South Dakota
Mrs. Carol L. Schwartz
District of Columbia
Dr. George Willeford
Texas
Mrs. Roberta Lovenheim
Executive Director

COMMITTEE AND INDIVIDUAL ACTIVITY SHEET

[copies to Research Director____Admin. Ofcr._____E.D._____]

*Type or print

COMMITTEE _____
DATE PREPARED / /
BY WHOM _____
Activity _____
Date of Activity _____
Approved by Council_____Chairman_____
Date _____
Total Cost: _____

Activity, briefly described _____

Purpose _____

Attachments _____

Members participating	Travel	Per diem	Honoraria

Staff Participating	Travel	Per diem	Overtime

Report Received: Members_____Staff_____
Package complete: / /

Other costs:

P.O.A. Authorized _____ @ _____ ¢ per mile _____

Rental auto authorized _____ GSA car _____

Registration fee _____

Meeting room cost _____ government space available _____ yes no

Invitational travel cost _____ authorized by _____
Purpose _____ Travel _____ Per diem _____ Fees _____

Other _____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Subtotal, this page $ _____

Subtotal, page one $ _____

TOTAL COST OF COMMITTEE ACTIVITY $ _____

Approved by Chairman, as consistent with NACEDC policy and plan of the Council _____
Signature

Budget available _____
Anne Wassil

_____
Roberta Lovenheim

_____
Dean Owen Ft. Peagler

Travel orders due / /

Voucher material received / /
Receipts to USOE Finance / /
Payment received / /
Honoraria filed / /
Honoraria paid / /

FACT SHEET

VISIT TO_____

Introduction

This section will briefly describe the rationale of conducting the site visit and will include the following:

... ethnicity breakdown of school/community

... size of school

... size of school district

... Title I funding level for the year to the previous year

Scope of Program

This section will describe the number and kinds of participants enrolled in the program/project and include what the specific objectives are. A brief description will be given on the details of student/teacher ratio, program activities and services, and organizational matters.

Performance of the Program

Here we will include the type(s) of test used for for measuring students' achievements and indicated results of these tests.

Description of the Program

This section will describe the main activities(or services) in the program and how these activities related to the specified program objectives. The methods used in carrying out each activity and the type of day or week schedule of these activities for the students will be discussed briefly.

Parent/Community Involvement in the Program

A short description of the role the parents and community groups had in active instructional services or as volunteers, leaders, or in assisting in the program, will be described in this section.

REPORT ON NACEDC SITE VISITATION

The following section which includes a sample memorandum to the appropriate Council members, the current NACEDC 's criteria for selecting successful programs, the Fact Sheet, and the format for reporting on a site visit, indicates the type of packet which will be mailed, one week, before the scheduled visit takes place.

The NACEDC's Criteria may be revised or expanded depending upon the future Council's focus.

The format on reporting a site visit will be completed by staff, except for Council's Observations, before mail out, since staff will have obtained most of the needed data prior to the visit.

APPENDIX C

CHECKLIST FOR ALL SITE VISITATIONS

Introduction

Since information gained from site visits will become the basis for preparation of a section of the Annual Report to the President and the Congress, it is essential that certain types of information be developed. As an aid to meet this requirement and for summarizing discussions and developing your site visit report, the standard checklist presented below was developed:

1. Clear objectives of the program

   ...What were the specific needs for the program?

   ...Were objectives formulated (by administrators, teachers, parents, students, others)?

   ...What was the starting point for needs assessment?

2. Systematic planning (at classroom level)

   ...What was the typical day's or week's schedule of activities for the students enrolled in the program?

   ...How were students grouped?
   (teacher-student ratio, or aide-student, adult-student, etc., for each main activity)

   ...How much time was devoted to a particular activity?

3. Evidence of organization pattern

   ...What special physical arrangements were used for program activities?

   ...Did facility accommodate the teaching approach?

4. Inhouse Evaluation

5. Utilization of Title I resources

   ...If a comparison group was used, what were the differences in the activities and methods used in this group and the activities and methods used with the program group?

6. Class environment (Students)

...What special provisions were made for motivating students?

...What amounts and kinds of practice and review and quiz were used to provide for students in program?

7. Evidence of teacher preparedness

...Were teachers satisfied with teaching assignments?

8. Evidence of parental involvement

...What role, if any, did parents have in the program?

...How are parents selected?

...How are parents kept informed?

...What role, if any, did parents have in planning this site visit?

...Were meetings held with parents, if so, How often?

...What steps are taken to remedy problems, if they should arise?

9. Uniqueness of the program

...What were specific objectives of program?

...What numbers and kinds of students were enrolled in program? (age, grade level, numbers in public and private)